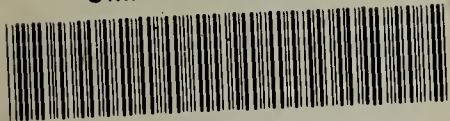


UMASS/AMHERST



312066016681235

Commonwealth of Massachusetts

Executive Office of Education

**Charter School Application
Designated Contact Person**

Please provide the Executive Office of Education with the following information identifying a designated contact person for the group submitting an application for charter school status. This form *must* be filed along with the charter school application no later than February 15, 1994. Please mail all required materials to

Secretary of Education
ATTN: Charter Schools
Executive Office of Education
One Ashburton Place, Room 1401
Boston, Massachusetts 02108

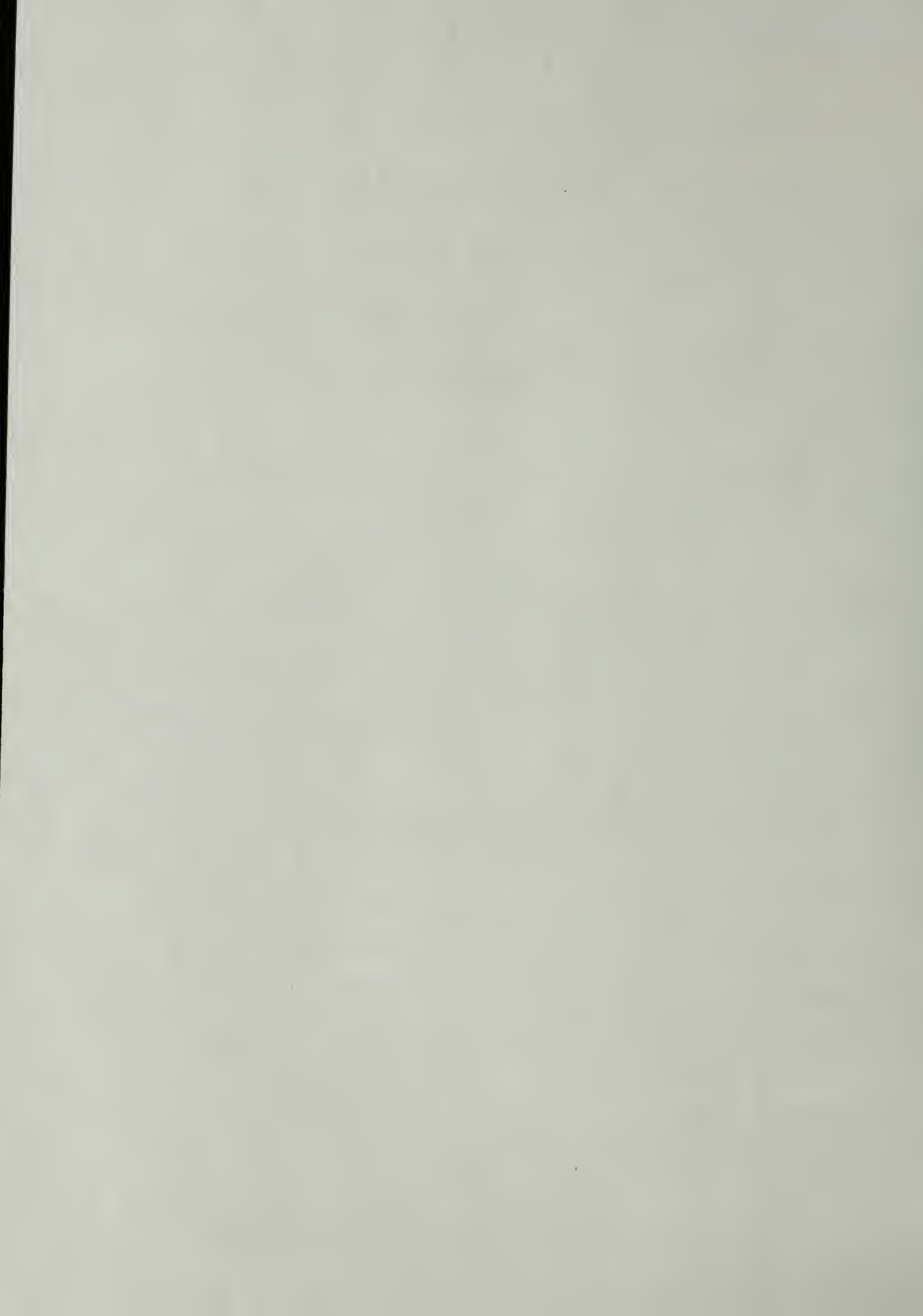
Tel: (617) 727-1313

RECEIVED
GOVERNMENT DOCUMENTS
COLLECTION
JUN 08 1994
EXECUTIVE OFFICE
OF EDUCATION
University of Massachusetts
Depository Copy

Please print or type:

Marblehead Community Charter School
Name of organization/group filing for charter school status

Contact Person Name:	Karen B. Corcoran	
Signature:		Date: 2/15/1994
Title:	Chair	
Address:	13 Doaks Lane	
City:	Marblehead	
State:	Ma.	
Zip:	01945	
Telephone:	617. 639. 4108	
Fax:	617. 631. 1453	



Commonwealth of Massachusetts

Executive Office of Education

Charter School Application

I/We, the undersigned charter school applicant(s), do hereby certify that the information provided herein and filed with the Executive Office of Education on this the 15th day of February (month) of the year 1994, is to the best of my/our knowledge, truthful and accurate.

(This signature sheet must be attached to the application when it is filed.)

Name: Susan Rundle Signature: Susan Rundle Date: 2/15/94
Address: 49 Cloutman's Ln City: Marblehead State: MA Zip: 01945
Tel: 631-9181

Name: JEFF Coolidge Signature: J Coolidge Date: _____
Address: 18 ORME ST City: Marblehead State: MA Zip: 01945
Tel: 639-1464

Name: WILLIAM WOODFIN Signature: Will Woodfin Date: 3
Address: 33 LINCOLN City: MARBLEHEAD State: MA Zip: 01945
Tel: 639-0297

Name: CHARMARIE BLAISDELL Signature: Charmarie Blaisdell Date: 2-14-94
Address: PLEASANT ST City: MARBLEHEAD State: MA Zip: 01945
Tel: _____

Name: CHARLES R. GRADER Signature: Charles R. Grader Date: 2-15-94
Address: 11 HIGHLAND TER City: MARBLEHEAD State: MA Zip: 01945
Tel: 631-0066

Name: McLaughlin Signature: Mary McLaughlin Date: 2/15/94
Address: 32 Marion Rd City: Marblehead State: Ma Zip: 01945
Tel: 631-2274

Name: Jane Stephens Signature: Jane Stephens Date: 2/15/94
Address: 16 Indianhead Cir City: Marblehead State: ma Zip: 01945
Tel: 631-0433

Name: BENJAMIN WOODFIN Signature: Benjamin Woodfin Date: 2/15/94
Address: 29 Lincoln Ave. City: Marblehead State: Mass Zip: 01945
Tel: 631-1097

If more space is required, please attach additional sheets.

Executive Office of Education, One Ashburton Place, Room 1401, Boston, MA, 02108

Commonwealth of Massachusetts

Executive Office of Education

Charter School Application

I/We, the undersigned charter school applicant(s), do hereby certify that the information provided herein and filed with the Executive Office of Education on this the _____th day of _____(month) of the year 1994, is to the best of my/our knowledge, truthful and accurate.

(This signature sheet must be attached to the application when it is filed.)

Name:	Signature:	Date:
Address:	City:	State:
		Zip:
		Tel:

Name:	Signature:	Date:
Address:	City:	State:
		Zip:
		Tel:

Name: WILLIAM WOODFIN	Signature: <i>William Woodfin</i>	Date: 3
Address: 33 LINCOLN	City: MARBLEHEAD	State: MA
		Zip: 01945
		Tel: 631-0297

Name: CHARMARIE BLAISDELL	Signature: <i>Charmarie Blaisdell</i>	Date: 2-14-94
Address: PLEASANT ST	City: MARBLEHEAD	State: MA
		Zip: 01945
		Tel:

Name: CHARLES GLADES	Signature: <i>Charles Glades</i>	Date: 2-15-94
Address: 11 HIGHLAND RD	City: MARBLEHEAD	State: MA
		Zip: 01945
		Tel: 631-0066

Name: McLaughlin	Signature: <i>Mary McLaughlin</i>	Date: 2/15/94
Address: 32 Marine Rd	City: Marblehead	State: Ma
		Zip: 01945
		Tel: 631-2274

Name: Joe Stephens	Signature: <i>Joe Stephens</i>	Date: 2/15/94
Address: 101 ...	City: ...	State: Ma
		Zip: ...
		Tel: 631-...

Name: BENJAMIN WOODS	Signature: <i>Benjamin Woods</i>	Date: 2/15/94
Address: 29 Lincoln Ave.	City: Marblehead	State: Mass
		Zip: 01945
		Tel: 631-1097

If more space is required, please attach additional sheets.

Executive Office of Education, One Ashburton Place, Room 1401, Boston, MA, 02108

THE MARBLEHEAD COMMUNITY CHARTER SCHOOL

1.) MISSION STATEMENT

Recognizing that "it takes an entire village to educate a child," the mission of the Marblehead Community Charter School is to utilize the considerable talent available in Marblehead to create a partnership between community members, teachers, parents and students that will provide our early adolescents with the support necessary to reach their highest individual potential intellectually, socially, emotionally and physically, so they are highly-contributing members to the national character of a democratic society; and to provide a laboratory for examining, developing and fostering the interrelatedness of the school as a learning community and the community as a learning environment.

Beliefs

1. Every student can learn and every student will learn, if presented with the right opportunity to do so. It is the purpose of school to invent learning opportunities for each student each day.
2. It is the school's responsibility to ensure that students are provided with schoolwork at which they experience success and from which they learn those things of most value to them, to the community, and to society at large and which equip them to participate fully in a democratic society.
3. Students learn best when they feel safe, cared for, supported, challenged and valued.
4. Students and society as a whole are best served when the interrelatedness of the community and the school is recognized and valued and this concept is translated into fostering an integrated learning community within and without the school walls.
5. The process of instruction is of equal importance to students as the content.
6. Each student has his own unique gifts, talents and learning, behavioral and communication styles which affect their ability to profit from the teaching/learning process and which must be recognized in order to develop appropriate and challenging curricula and expectations.

7. The curriculum is the raw material upon which students work, and all facets of the school system are to be organized in a way that ensures that students will be successfully engaged in the work necessary for acquiring knowledge.
8. The imaginary and creative experiences of youth represent humanity's primary source of personal and cultural evolutionary potential.
9. The most important tool which the school has in educating students in early adolescence is in acknowledging and acting upon the need for a social connection.
10. Connections with the past, present and future make learning dynamic and relevant and provide adolescents with a sense of belonging and history.
11. The school's staff are accountable for results, and the results expected are that all students will be provided schoolwork at which they experience success and from which the students gain knowledge and skills that are socially and culturally valued.
12. The development of healthy attitudes and values are integral to a student's success in the classroom and in the community.
13. Adolescents benefit from a strong program in community service learning, as described in the National and Community Service Act of 1991.
14. Adolescents benefit from exposure to diversity and inclusiveness.
15. The entire community benefits from a school that perceives itself as a resource to all, from babies to the elderly.
16. Every person in the school building is accountable for school climate and community relations; an atmosphere of civility and mutual respect must prevail at all times.
17. All participants pledge that it is the students who are to be served at all times, regardless of the politics or economics driving a particular crisis.
18. Students benefit from a partnership role in all school activities, from custodial to academic, with teachers as coaches and students as players.

19. It is the obligation of the Board of Trustees and all members of the community to provide the school's staff and students with those forms of support that ensure optimal conditions for performance, continuing growth and development.

20. As a responsible and ethical employer, committed to the overarching significance of education for the individual student and the well-being of society, the Board of Trustees has an obligation to ensure working conditions that confirm the professional status of educators and the importance of the tasks assigned to all who work in and around the schools.

21. Continuous improvement, persistent innovation, positive responsiveness to change, and a commitment to continuous growth should be expected of all people and programs supported by the Board of Trustees and that the public's resources and those of the Board of Trustees must be committed to ensure that these expectations can be met.

22. The Board of Trustees is obligated to examine and evaluate the experience of the Marblehead Community Charter School in achieving its goals and objectives so that it may contribute to the improvement of all schools in Marblehead and in the Commonwealth of Massachusetts.

Goals

For Educating Students

1. To enhance the development of identity, including individual talents and gifts, confidence, self-esteem, efficacy, honesty, responsibility, character, self awareness, health and physical fitness.
2. To encourage positive interaction, including compassion, respect, empathy, generosity cooperation, communication and responsible citizenship.
3. To promote inquiry, including a zest for learning, the powers of acquiring, processing and using information to create knowledge and solve problems.

For Advancing Educational Transformation

1. To view the establishment of the Charter School as a laboratory for incorporating innovative practices that are too difficult to achieve in a large system, and to work with the Marblehead School Committee and administration to translate the successes of the Charter School into successes for the entire Marblehead Public School system.
2. To demonstrate the effectiveness and efficiency of participatory leadership and coalition building.

For Informing Marblehead and Other Massachusetts Cities and Towns

1. To engage a broad spectrum of Marblehead citizens in the education of its youth in a manner that enlivens the spirit and enhances the social, cultural and historical identity of the community.
2. To promote the concept that true community responsibility and involvement in the education of young people assures the continuity of a healthy and enduring society.
3. To demonstrate that young people should be viewed as being capable of making significant contributions to the general welfare of the community.
4. To advocate the importance of the community in conveying to youth a sense of purpose, connectedness and belonging and to foster an understanding of the influence these factors can play in effecting the growth and development of these students.

2.) SCHOOL OBJECTIVES

Performance Objectives

- A.) Each student will gain an understanding of his/her individual learning style and will develop strategies to adapt this style to different learning situations/tasks
- B.) Each student will display increased self-esteem and personal efficacy
- C.) Each student will develop positive attitudes and perceptions about learning
- D.) Each student will progress in becoming a self directed learner
- E.) Each students will progress in becoming a collaborative worker, in such areas as
 - appreciation of differences
 - group decision-making
 - conflict resolution
- F.) Each student will progress in becoming a complex thinker
- G.) Each student will integrate knowledge across disciplines
- H.) Each student will demonstrate responsible citizenship and become a community contributor
- I.) Each student will become a quality producer
- J.) Each student will acquire and apply core concepts and principles from math, science, social studies, language arts, communication, creative arts, practical living skills, vocational studies to situations similar to what they will experience in life
- K.) Each student will develop effective and efficient study habits and organizational skills
- L.) Each student will acquire and integrate knowledge, extend and refine knowledge, and use knowledge meaningfully
- M.) Each student will develop lifelong learning skills, including
 - Self Assessment
 - Goal-setting
 - Complex thinking
 - Information processing
 - Effective Communications
 - Collaboration and Cooperation
 - Productive Habits of Mind:
 - *Self-regulation
 - *Critical Thinking
 - *Creative Thinking

Organizational Performance Objectives

- A.) To embrace and support participatory/ developmental leadership
- B.) To implement the principles of Total Quality Management, including:
 - Continuous improvement
 - Focus on customer satisfaction(students, parents and community)
- C.) To engage in collaboration internally and externally.
- D.) To view and embrace the reality of inevitable and constant change
- E.) To invite, expect and encourage parent involvement in their son/daughter's education.
- F.) To view and utilize the community as a primary resource for teaching.
- G.)To serve as a laboratory for school transformation and to work in conjunction with the Marblehead School Department to transfer these findings to assist in restructuring efforts for the entire school system.

3.) STATEMENT OF NEED

At first glance it may seem improbable that Marblehead could be in need of a vehicle to explore alternatives to the established educational system. The common image evoked when Marblehead is mentioned is of yachts and BMWs, high-salaried professionals and corporate executives. It follows then that the classrooms are filled with well-dressed children who are thriving in the public school system.

The idyllic imagery evaporates with a closer look at reality. It is this reality that must be considered in evaluating the need for a Charter School. It is a reality painted not in bright colors of sails and evening gowns but in muted shades of frustration, loss of identity and waning hope for the future of the public school system and the children being served by it. In contrast, Marblehead is a beautiful seaside community of immeasurable resources; a community that epitomizes democratic ideals of open town meeting and volunteer government, has a deep and abiding cultural and historical heritage, a diverse economic population, and highly talented and energetic taxpayers, parents and teachers who devote endless hours to fulfill high ideals. So what is the problem? Consider these realities that are Marblehead as a community and as a school system:

- Marblehead taxpayers have long been accused of not caring about education; however, in the May 1994 municipal elections over 70% of the registered voters came out to cast their ballots in a hotly contested race for two seats on the School Committee; in addition, voters approved over a million dollars for renovation of school buildings when need was clearly laid out
- The challengers in the School Committee election ran on a platform of change; their victory indicated a clear mandate for change
- The new School Committee created a Vision and Steering Committee whose charge it is to create and oversee implementation of a vision for the Marblehead Public School system. The appointed members represented all factions within the community. The committee began meeting in July of

1993 and immediately adopted the African belief that it takes an entire village to educate a child. It recommended the creation of three sub-committees: budget, facilities and curriculum, which were subsequently formed by the School Committee. In January of 1994, committee members began a process of gaining input from taxpayers, politicians, parents, teachers administrators and students by conducting workshops asking questions similar to those being asked by the Department of Education. This process created a feeling of hope

- Although all involved have expressed their deep desire to settle the teachers' contract, Marblehead has the distinction of being the only community in the Commonwealth to have gone three years without signing a new contract; this culminated in a public forum held on February 1 that created a heightened sense of hopelessness and defensiveness

- Citing their frustration at the lack of a contract, the four teachers serving on the Vision and Steering Committee resigned in early January, prior to the first public forum; controversy continues over whether the Vision and Steering Committee could or should continue without teachers on the committee and whether any vision produced without teachers would be valid

- Although it is recognized that change is difficult and takes time, it is widely agreed among townspeople both inside and outside the school system that things are getting worse rather than better: fingers are pointed variously at taxpayers, parents, teachers, administrators and School Committee members, and there is level of mistrust and demoralization never seen before in the Marblehead Public School system

- After news of an alleged rape occurring in one of our Middle School bathrooms, the town is re-focused on safety issues at the Middle School; issues of vandalism, violence and safety have been ongoing for some time

- There is much concern over the state of academics within the system

- There is continuing controversy over the tensure of the current Superintendent, who has two years remaining on his contract, and over the move of our fifth graders three years ago to our Middle School, leaving many feeling the school population is too large and serving too wide an age groups (ages 10-14)

*Marblehead has a very high rate of private school students that has increased steadily even during this economic downturn

There is a clear dichotomy between the high level of competency and creativity among teachers and taxpayers and the state of our public schools. We should be highly successful at what we are trying to do, but so many have given up hope that we can intervene in a process that is spiraling out of control. We are all trying to accomplish the same goals, but there are simply too many layers to break through to be successful. Although our problems are certainly not on the level of schools in the inner cities, we believe we are prime candidates for a charter school. We are everytown USA. We are working hard to address the issues in our public schools, but are watching the best students leave the system, teachers writing their resumes, and taxpayers feeling confused. A charter school would allow us to create an environment for all the creative, energetic talents and ideas to flourish, and would infuse a sense of hope and purpose into the school system. It is clear that there is a need to step outside of the spiral; not to abandon the effort to change the system, but to provide a new screen to allow a fresh start, to exemplify what is possible so that all children are able to reach their highest potential. . It is our intention to work in concert with the School Committee and staff of the school system so that all children benefit from this experience.

A new beginning, a spark of hope, a source of support, a rekindled sense of connection to the spirit of Marblehead; a charter school would be a model for saving public schools in everytown USA.

4.) SCHOOL DEMOGRAPHICS

We are currently negotiating to procure space for the MCCS. However, until a charter is granted, it is in the best interests of the school that we not be specific about the particulars.

Further information on this topic will be supplied by Marblehead's Town Planner Becky Curran in a letter of support.

Our goal is to open in Fall 1994 with two sections of 22 students each in fifth and sixth grades, and to then add a grade each year until we reach our full enrollment of 176 students in grades 5-8.

5.) RECRUITING and MARKETING

An ambitious and aggressive marketing and recruitment campaign will be implemented to ensure diversity(reflecting the demographics of the community) among the applicant pool. An informational packet and application will be mailed to the parents or guardians of all current fourth and fifth and sixth grade students in Marblehead(including students participating in the Metco program who currently are enrolled in the elementary schools). Teachers, counselors and administrators will receive announcements of the establishment of M CCS, describing its instructional orientation and philosophy and its role as a laboratory for exploring ways to move beyond the constraints of the system. School personnel will be encouraged to recommend possible applicants and to endorse and promote the development of the Charter School. Specifically, teachers and guidance counselors will be asked for assistance in identifying those students who might especially benefit from the alternative provided by M CCS, but whose parents might not be inclined to seek out such an alternative. These may well be parents who themselves were not highly successful in maneuvering through the educational system and who may be hesitant or unsure of how to inquire about entrance requirements and the application process for M CCS. There may be parents whose children are slipping through the cracks, surviving, but not thriving and their assumption might well be that M CCS is solely for the best and the brightest. Trustees and staff will be assiduous in portraying the Charter School as a school for students who have a wide range of academic skills and who come from families of diverse racial, ethnic and socio-economic background. Teachers will also be invited to become involved in the M CCS either by applying for a position, serving on a committee of the Board of Trustees or suggesting program and curriculum ideas.

This effort will communicate the intention of M CCS to be an integral part of the public school community, albeit as an autonomous ally and pioneer. In this manner, bridges will be constructed so that M CCS is viewed not as a threat but as a forecaster, explorer and investigator for new routes to enliven the classroom for all teachers and students. This outreach is essential if the experience of the Charter School is to have a positive impact beyond its own limited physical environment. Soon after the principal and teachers are on board, the trustees will conduct a series of forums, focusing on education in Marblehead and the function that M CCS is to play in improving the quality of schooling. Informal gatherings will provide teachers and administrators an opportunity to become familiar with the school's staff and to address the questions and concerns that undoubtedly pervade the teacher lounges throughout the school system. This interactions will be a

continuing component of the Charter School's effort to inform and stimulate active and provocative consideration of steps toward transformation.

Marketing efforts will further target social service agencies, churches, civic organizations, pediatricians, and youth groups to create an awareness of the School's start-up and purpose as well as to promote ownership and involvement throughout the community. MCCS is committed to an inclusive process in recruiting students and to projecting itself as an organization that is open to all.

Community resources will be tapped to publicize the recruitment process through all media outlets, including radio, community public access television and the Marblehead Reporter, the town's weekly newspaper. Marketing will be an ongoing responsibility of the Board of Trustees to continually educate the community about the progress of the school and to emphasize the active role that individuals are asked to play in making the school an integral part of the life of Marblehead. Trustees, teachers and students will contribute to a weekly column on innovations in education and life in school as experienced by students. The column will also include announcements of workshops and events open to parents and the general public as well as requests for volunteers to serve in any number of ways, i.e. community service coordinators, tutors, apprenticeships/mentoring, job shadowing, etc.

6.) ADMISSIONS POLICY

Students may be directly nominated by parents or by teachers, counselors, social workers, coaches or other youth advocates. For those students nominated by other than parents, an application will be given to the nominator with the request that they contact parents to encourage them to submit an application and to provide assistance if needed. The importance of parent involvement in the school's program necessitates their participation in the application process.

A three part application will be completed by all student applicants and their parents or guardians. Part One will be directed to the student. Questions will include:

- what would be the ideal way to spend a day?
- what would you most like to learn about?
- what is your most favorite part of school, least favorite?
- what is your most important goal in life?
- what has motivated you to apply to attend the Charter School?

Additional questions will be included to provide an indication of the student's learning style.

Part Two will be directed to parents. Questions will include:

- what are your hopes and dreams for your child?
- can you to commit to active participation in the school's program?

Part Three will request information on the family's background, including annual income. This information is necessary to ensure that the enrollment of the MCCS reflects the demographic distribution of the entire school population, including students attending Marblehead schools through the Metco program.

Upon receipt of a completed application, student files will be reviewed to determine needs and strengths. Small group interview sessions will be held to ensure that students or parents who lack writing skills are not dissuaded from applying. Current classroom teachers will be asked to complete a brief descriptive summary of each applicant.

The Board of Trustees will establish an admissions committee. The admissions committee will design a lottery system that ensures that the composition of the student body of MCCS reflects the demographic distribution of the population(including students in the Metco program) along racial, gender and income level

7.) PROFILE of FOUNDING COALITION

The founding coalition is comprised of town officials, parents, teachers (not from within the system, as we felt it would be politically difficult for them to commit at this stage), elderly and businesspeople. In addition to the founding coalition, which we have kept small at the outset, we have lined up support from a wide range of schools, educators and educational programs, businesses, non-profits and others. Letters of support will follow. Many people have expressed interest in joining our group. Upon receipt of the charter, the founding coalition will immediately expand in a direction appropriate for fulfilling its goals.

Charmarie Blaisdell is an Associate Professor of History at Northeastern University.

Jeff Coolidge is Trustee, Thomas Jefferson Memorial Foundation, a Senior Fellow, Lincoln Filene Center at Tufts University, Member of the Civic Education Board, Lincoln Filene Center, Chairman, Advisory Board of Greater Boston YMCA/Training, Inc., Trustee, Harvard Yenching Institute, Chairperson, Boston Public Schools Community Service Learning Advisory Committee, Director of the John F. Kennedy Library Foundation, among other pursuits.

Karen Corcoran is the parent of four children, and has been active in the public schools since her first child began Kindergarten six years ago. She served as co-chair of the Elementary Schools Committee and serves on the Vision and Steering and Budget committees, along with various other efforts within the system.

Dennis Crimmins is an attorney at the Boston law firm of Peckham, Lobel and a member of the Marblehead Finance Committee.

Dwight Grader is a real estate broker, Selectman, community leader and member of various additional town and school committees, including chair of the Vision and Steering Committee. His family arrived in Marblehead in 1768.

Bud Grader is the Director of the Program for Senior Executives at the Sloan School of Management, MIT, and a member of the Marblehead Finance Committee.

Mary McLaughlin is a senior citizen who works for the Town of Marblehead.

Jane Stephens is a special education teacher, mother of two children and active volunteer in the public school system.

Bart Snow has been Town Accountant for the Town of Marblehead for 24 years. He also serves on the Capital Planning Committee, the Retirement Trust Fund Board, the Budget sub-committee of the public schools and the Town Employee Credit Union. His family has been in Marblehead since before the Revolution.

Ben Woodfin is a senior citizen who has served as the Superintendent of Cemeteries for 50 years and is a member of Rotary. His family has been in Marblehead since it was founded.

William Woodfin is Senior Internal Auditor for Tufts University and a member of the Marblehead Board of Selectmen, Capital Planning Committee and various other town and school committees.

8.) TIMETABLE

February

Incorporation of Board of Trustees
Secure 501c3 status
Complete Part Three of Charter Application
Identify potential building

March

Board Retreat, Training and Strategic Planning
Develop job descriptions for all positions
Coordinate hiring with School Board and Local Union
Develop marketing and recruitment campaign
Advertise for staff positions
Committees established, including finance, personnel, evaluation, community relations, resource development
Parents, teachers and other community members recruited to serve on committees

April

Hire principal
Hire teaching and counseling staff
Develop application forms
Finalize lease on school building

May

Begin recruitment campaign in coordination with School Board
Begin interview process
Identify community and supplemental financial resources
Prepare physical plant

June

Complete admissions process for Grades 5, 6 and 7
Students and parents sign letters of commitment

July

Staff training
Curriculum development
Continued identification of community resources
Principal attends Harvard Program
Collaboratives with colleges established

August

Continued staff training and curriculum development
Parent / Student Picnic/Orientation
Purchase equipment and supplies

September

School opens with 132 students in Grades 5, 6 and 7
Project Adventure outing for whole school
Goal-setting with parents and students
Meeting with School Board
Saturday explorations and tutoring

October

Student performance presentations
Community service projects initiated
Parent workshops
Saturday explorations and tutoring

November

Meeting with School Board
Student performance presentations
Quarterly goal assessment with parents and students
Parent workshops
Community Open House
Saturday explorations and tutoring
Thanksgiving vacation

December

Saturday explorations and tutoring
Parent workshop
Student performance presentations
Holiday vacation

January

Student performance presentations
Parent workshop
Career fair
Saturday explorations and tutoring

February

Student performance presentations
Parent workshops
Saturday explorations and tutoring
Quarterly goal assessments

March

Student performance presentations
Parent workshops
Job shadowing
Saturday explorations and tutoring
Applications for 1995-96 distributed
Meeting with School Board

April

Quarterly goal assessments
Parent workshops
Student performance presentations
National Youth Service Day celebration
Community Open House

May

Student performance presentations

Parent workshops on summer learning opportunities and expectations

Saturday explorations and tutoring

Admissions for 1995-96 completed

June

Project Adventure experience for whole school

Final goal assessments

Final performance presentations

9.) EVIDENCE of SUPPORT

There is exceptionally strong and wide-ranging support for establishment of the Marblehead Community Charter School. Letters of support have been and will continue to be mailed to the Secretary of Education as an addendum to this application.

10.) EDUCATIONAL PROGRAM

Conditions and Antecedents for Learning

Learning is considered a never-ending journey of improvement for oneself, one's family, and friends, workmates community and ultimately, the whole world. Students are not only the primary customer of the school but also the school's frontline workers. Students, as workers, produce their own continuous improvement of abilities, interests, character and knowledge. Their main focus must be the constant, authentic and long-term improvement of self and others, rather than the acquisition of grades and other symbols of short-lived learning

Curriculum

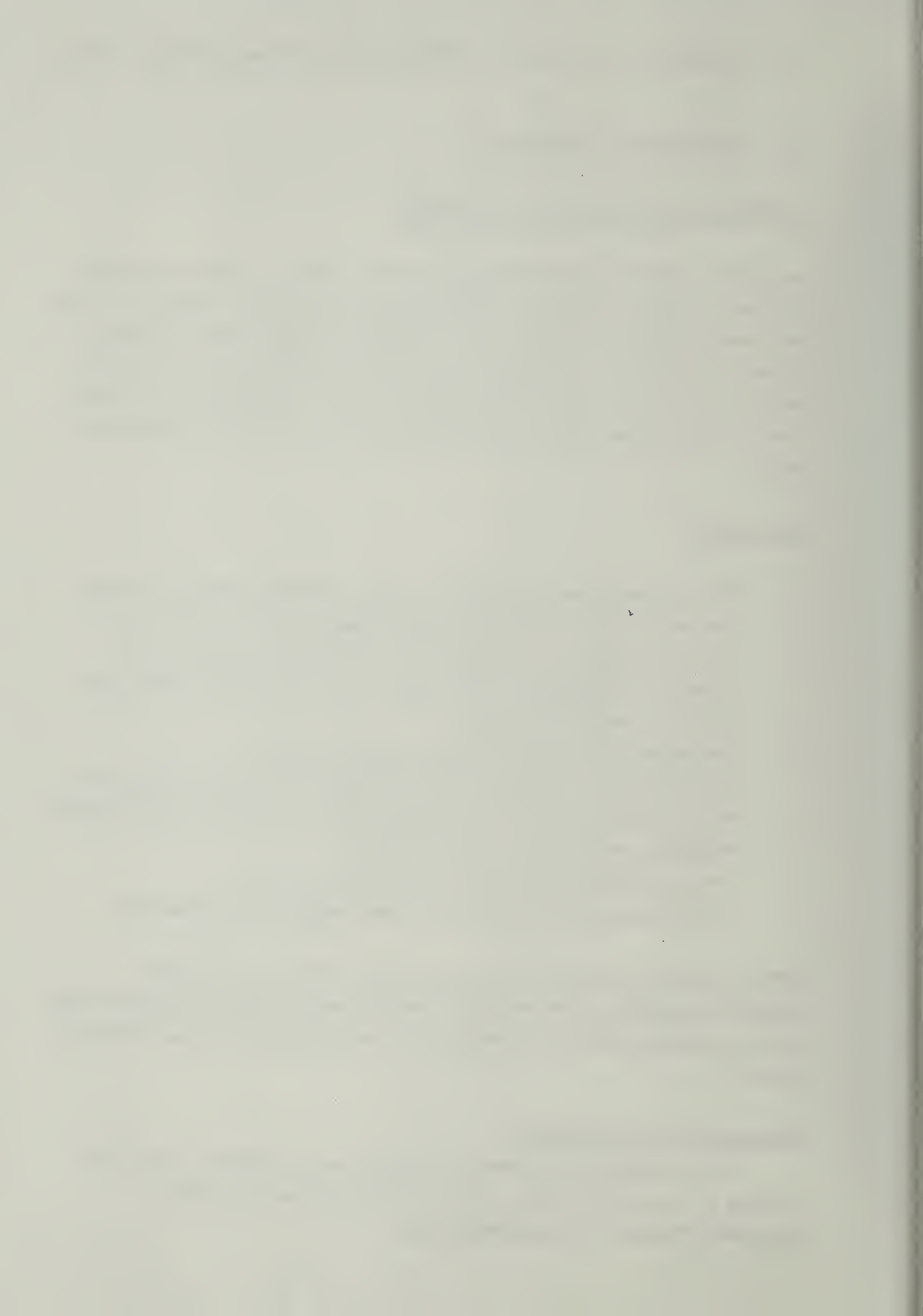
The School will incorporate a gender-fair and multicultural curriculum including:

- The best of the "new scholarship" on race gender, ethnicity, and class. This scholarship is particularly prominent in history, social studies and literature competence in using the tools of our shared culture and the ability to critique this culture from multiple perspectives.
- Encompasses and affirms all of our past, denying none of it.
- Uses textbooks and materials that present multiple perspectives, showing women and all cultural groups as active participants, producers, and doers in their families, occupations, communities, cultures and societies.
- Draws on the multicultural resources of the local community.
- Links the curriculum to a gender-and culture-balanced system of assessment

A team of leading faculty from Leslie College Liberal Arts will work with staff in fashioning curricula that will be incorporates interactive and challenging components These professors possess a background in Math, Science, and Language Arts. (See Evidence of Support)

Education for Understanding

The learning framework is created through putting into practice the work of the Teaching for Understanding Project at Harvard Graduate School of Education
Concepts of Teaching for Understanding include:



- Identifying generative topics in content areas- centrality to the topic, accessibility to students and connectability to diverse topics inside and outside the discipline
- Establishing goals for understanding create a focus for instruction
- Generating performances for understanding
- Ongoing assessment-involving frequent reflection, feedback from teachers and peers,
- Performance perspective on understanding-a matter of being able to do a variety of thought-demanding things with a topic-explaining, finding evidence and examples, generalizing, applying, analogizing and representing the topic in a new way.
- Performances of understanding take students beyond what they already know.

Adventure Based Learning brings involvement, exploring the unknown, risk, choice, the full value contract-is the active commitment to value the individual members of the learning community, ones self and the learning community-a blend of cooperative education techniques and adventure techniques -team-building, goal-setting, group decision-making, problem-solving, effective communication, risk-taking
Project Adventure's process-action, reflection, generalizing and transfer-provides a natural tie-in to the energy and need for contact

Parent Involvement

The following activities are included to fully involve parents in the school's program:

Back to school fair

Parents invited to lunch

Parents invited to attend teacher-training sessions

Teacher workshops on working with parents

Parents and students talk about school together

Assign homework that requires family participation

Send notes home praising students' accomplishments

Engagement in Learning

Active and involved learning is achieved through:

students help in defining the content of study

- Students are given time to wonder and to find a particular direction that is of personal interests
- Topics have a strange quality-something common seen in a new way, evoking a "lingering question"
- Teachers permit and encourage different forms of expression and respect students views
- Teachers are passionate about their work
- Students create original and public products, they gain some form of "expertise"
- Students sense that the results of their work are not predetermined or fully predictable.

- Through questioning, probing, students are drawn into the depth of knowledge

Community Service Learning

Service learning is a major component of the educational program, effectively reducing the gap between the agenda of schools and the agenda of life through projects, cooperative forms of interaction

Standards for effective service learning programs include:

- Clearly articulated learning goals
- Concrete opportunities to learn new skills, to think critically and to test new roles in an environment which encourages risk-taking and rewards competence.
- Preparation and reflection are essential
- Students involved in planning
- The service students perform contributes in a meaningful way to the Community Service learning is a particularly cogent way to build connections between the school and the community in such a manner that students come to be seen as resources

Successful outcomes of effective service learning programs include:

- Students contribute to community development and renewal
- Energy, enthusiasm and creativity are infused into the learning environment
- Life-long community stakeholders-and involved citizens are created
- Students are engaged and invested in relevant and purposeful work
- Problem-solving skills and decision-making skills are developed
- Nurtures compassion, tolerance understanding and generosity
- A sense of efficacy and self-direction is
 - Self-worth and a sense of connectedness are developed
- Respect for diversity is fostered
- Understanding of the causes of social inequities and injustice
- the capacity for positive action-and for making a difference is developed
- Students gain an understanding of the responsibilities of citizenship
- Students develop relations with adult role models
- Community members revise their perspective on young people and tend to more readily support the work of schools

11.) STUDENT PERFORMANCE

The assessment process to be implemented is based upon a model presented by Marzano, Pickering and McTighe in Assessing Student Outcomes

Performance task can be created to provide explicit information about students' ability to achieve selected content standards and lifelong learning standards. Student performance will be evaluated through reference to scoring rubrics which describe levels of performance. The rubrics will be created by teachers and students within the following parameters;

- Student designed performance tasks are preferred.
- The task is meaningful both to teachers and students.
- The task requires the student to locate and analyze information as well as draw conclusions about it.
- The task requires students to communicate results clearly.
- The task requires students to work together for at least part of the time.
- The task requires sufficient mastery of concepts and principles so that students are able to bring them to bear appropriately on large multifaceted problems of performance based assessment requires sufficient mastery of concepts and principles so that students are able to bring them to bear appropriately on large multifaceted problems of real-life.
- Students work on performance tasks over an extended period of time
- Performance tasks require students to construct new knowledge

Students learn through the construction of task to be completed as well as through utilizing rubrics designed for student self assessment. Self-assessment also will be conducted through the use of journal writing in response to probes of understanding (a question asked by the teacher to elicit assessment information for specific standards)

Additional tools for assessment will include naturalistic observation through which teachers will note behaviors that indicate how well students are meeting the various standards identified under the habits of mind category (see Section 2). Objective and essay teacher made tests remain effective tools for assessing students' understanding of content. Students will also develop portfolios to include physical evidence of their ability to meet content standards and lifelong learning standards.

12.) SCHOOL EVALUATION

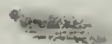
The principles of Total Quality Management and Continuous Improvement require that evaluation be an ongoing component of the school's administrative operating cycle. Evaluation is not first and foremost a tool for judgement and placing blame but is a process of informing the school's leaders on its progress in achieving desired results. The learning and improvement spiral is in place at all levels of the school's structure and contributes to consistency and integrity in the school's fundamental attitude toward individual and organizational development and change. Evaluation of the school is therefore integral to the expected functioning of the Board of Trustees, the School's staff and the school and classroom. There is also consistency between this view of evaluation and the approach to assessment of student progress and performance in the learning modalities. Just as the Board and staff move through a process of conceptualization, planning, action, observation, analysis, reflection and revision, students use their prior knowledge and understanding as the foundation for construction of new learning and the constant refinement of developing intelligences.

This approach to evaluation also synthesizes the separate elements into a whole. Teachers, students and parents provide information and participate with trustees in examining the performance of the school. Trustees, teachers and students evaluate their group's internal performance as well as their performance in relationship to the other groupings that make up the whole.

Reflection, analysis and synthesis are woven into all individual and group experiences. It is what makes the school a learning organization. Experiences become knowledge only when expressed. Knowledge regarding the school's performance is an expression of the individual and group experiences that make up the overall program.

Feedback is further solicited from community partners, school volunteers, interns, faculty consultants and union officials. Close ties with the Marblehead School Board will facilitate ongoing dialogue regarding the extent to which the Charter School's program is providing useful information to the School Board and contributing to the work of the Vision and Planning Committee.

In addition to the formative evaluation that is continuous and developmental, a summative evaluation process will provide annual indications of the School's overall performance and the extent to which its goals and objectives have been achieved. This evaluation will be conducted by an outside educational consulting firm. RMC Research will work with the trustees and staff in developing a comprehensive system for evaluating the effectiveness of the school, including student assessment, staff and program.



evaluation and Board of Trustees evaluation. (see Appendix, "Evaluation and Research." Please note RMC's capacity to provide additional consultation in specific areas related to school improvement, before and after school programs, and parent and community involvement in education reform.)

The Board of Trustees will publish an annual report summarizing the findings of both the formative and summative modes of evaluation and will disseminate these reports to parents and throughout the community. A longitudinal study will follow MCCS students throughout the five years of the Charter to track their continued progress in school and in the community.

Performance evaluations of individual staff members are described in Section 13..These evaluations not only serve the individual but serve the entire organization. This view of staff evaluation is prescribed by the principles of Total Quality Management, i.e. •dedication and contribution to the process of continuous improvement for oneself and others in the system are primary expectations. (See Section 14 for a complete description of the principles and practices of Total Quality Management that will guide MCCS.) The commitment to the process of evaluation is implemented by providing significant blocks of time for program and curriculum planning and reflection

14.) SCHOOL GOVERNANCE

The developmental process initiated by the Board of Trustees as it undertakes its mission will set the agenda for the environment in which students will be expected to learn. A commitment to implement a Total Quality educational paradigm is central to achieving the goals of the Marblehead Community Charter School. Without a commitment to create an organizational structure that supports people and trusts the process of change, this laboratory will inevitably erect barriers and encumbrances remarkably similar to those embedded in the existing institutions.

The four pillars of Schools of Quality as delineated by John Bonstingl in his book, Schools of Quality form the foundation for a laboratory that is equipped to explore the necessary ingredients for transformation

- A primary focus on suppliers and customers
- Constant dedication to continuous improvement
- A systems/process orientation
- Strong and consistent leadership from the Trustees and the principal capable of transmitting a vision for the organization and evoking the highest potential of all the people who are a part of the organization, including students and parents.

Principles of the Total Quality School

- Everyone inside the school is viewed as a supplier as well as a customer and therefore chains and networks of partnership and mutual support must be built to optimize the effectiveness of the organizational system.
- Each process of the program informs and impacts every other and cannot be separated out from the whole. As members of the system realize their essential interconnectedness, they can better understand what roles they play in fulfilling the potentials of the school.
- The quality of input into the process will in large part determine the quality of the outcomes
- Dedication and contribution to the process of continuous improvement for oneself and others in the system are primary expectations.
- The school is viewed as a total learning system, both for the individual staff member and for the organization, continually expanding to create its future.
- Leadership is committed to empowerment of staff, translating into empowerment of students

The unspoken assumption of TQM is a respect and reverence for people, Leadership is carried out by trustees, the principal and teachers and is characterized by a constancy of purpose for the improvement of results.

Practices of the Total Quality School

- Objectives are clearly stated and their relationship to the achievement of overall goals are explicit.
- There is a clear statement of policies that confirm a commitment to excellence.
- There is a constant focus on better understanding the needs of students
- Continuous improvement is accepted as the the norm for staff and program performance.
- Thye Trustees display trust in the staff's capacity to perform.
- All staff are invested in problem-solving and discovering how things can be done better.
- Professional development goals are established by each staff person.
- A significant amount of time is set aside to think about the program's future, starting with regular reviews of progress and status of activities.
- The implementation of all innovative strategies is undertaken through full staff participation.
- School staff work collaboratively and cooperatively.
- School staff receive positive and specific feedback regarding outstanding performance.
- Performance problems are addressed directly and with specific recommendations for change.

The founding members of the Board of Trustees represent a wide spectrum of the Marblehead community. These individuals have stepped forward out of their desire to restore hope for the youth and for the community. The founders bring diverse perspectives and resources to the work of the Board of Trustees.(See Letters of Support in the Appendix). The Board of Trustees currently includes individuals who are prepared to devote the time and energy that will be necessary if MCCS is to fulfil the challenge it has set for itself.The Founders will create a process to identify and select additional members to further expand its effectiveness in forging an innovative community school

The Timetable sets forth the plan of the Board of Trustees in proceeding to establish itself formally as a non-profit, 501c3 corporation. Upon notification of the approval of this Charter application, the Trustees will move expeditiously in setting in motion a process for building an organization that is guided by the principles and practices characteristic of Schools of Quality.

To facilitate this process the Trustees have contacted ML Hannay, an educational consultant with extensive experience in school improvement initiatives, team-building, strategic planning The investment in time and resources at the outset will create the proper

climate for building a learning organization. Ms. Hannay will continue to work with staff and students in building a parallel climate of trust and cooperation within the school and classrooms. (See the Appendix for a summary of Ms. Hannay's skills and clients)

Collaboration will be a central tenet of the school, not only as a way to augment resources, but as a recognition of the expertise that the community can offer, for training, marketing and human resource development. As one example, many corporations are in the process of reshaping their way of doing business, infusing the principles and practices of TQM into the workplace..Corporate executives engaged in transforming their businesses can serve as excellent consultants and mentors as MCCC begins this process.

15.) BUILDING OPTIONS

The Founders are currently considering several suitable sites within the town to serve as the location for the Charter School. It is anticipated that negotiations for leasing a building will be completed soon after receipt of the Charter.

REFERENCES

Assessing Student Outcomes, by Marzano, Pickering and McTighe, McREL Institute, 1993

"Creating a Gender-Fair Multicultural Curriculum", published by the American Association of University Women, June, 1992

Crossing The Tracks by Anne Wheelock, The New Press, 1992

"Educational Leadership", Volume 51, Number 5, February, 1994

Schools for the 21st Century, by Phillip Schlechty, Jossey Bass, 1990

Schools of Quality, by John Bonstingl, Association for Supervision and Curriculum Development, 1992

The Unschooled Mind, by Howard Gardner, Basic Books, 1991

APPENDICES

STUDENT/PARENT CONTRACT
STUDENT/PARENT/TEACHER/GOALS

MARBLEHEAD COMMUNITY CHARTER SCHOOL

Date: _____

Contract for Maximum Learning

I hereby agree to support my child's learning by:

- Assuring prompt and regular attendance
- Providing regular time and space for my child to do homework
- Reading, discussing, signing and returning my child's weekly evaluation
- Attending the parent orientation workshop
- Attending quarterly goal review conferences with teacher and student
- Attending monthly student performance demonstrations
- Attending monthly parent workshops/discussion groups
- Actively contributing to the school's educational program

Parent signature_____

I hereby agree to:

- Come to school promptly and be prepared
- Follow school and class rules
- Complete all homework and class assignments
- Demonstrate a positive attitude toward learning
- Show respect and regard for the well being of myself and others

Student signature:_____

Additional guidelines for behavior and attitude will be developed by the Board of Trustees, faculty, students and parents. Explicit consequences for any violation of these guidelines will also be delineated. Parents and students will sign these guidelines to indicate their understanding and acceptance of the norms and expectations of the school.

MARBLEHEAD COMMUNITY CHARTER SCHOOL

Multiple Intelligences Goal Setting: A Student-Parent-Teacher Continuous Improvement Process

Student's Name_____ Date_____

Teacher's Name_____

Intrapersonal: self-confidence, responsibility, self-management, ethics...

Interpersonal: relationship with others, respect,, acceptance of differences, listening skills, assertiveness skills, group problem-solving...

World-understanding: social studies, global studies, multicultural understanding...

Linguistic: reading, writing, speaking, media....

Logical-mathematical: analytical problem-solving, spatial relations, argumentation...

Aesthetic: musical, visual arts, performing arts...

Bodily-kinesthetic: physical fitness, coordination, diet, health, movement, meditation...

Additional goals: life beyond the classroom...

Signatures: student, parent, teacher

TRAINING and CONSULTATION

**Adventure-Based Learning
Community Service Learning
Curriculum Development
Organizational Development
Research and Evaluation
Resource Development**

RMC RESEARCH CORPORATION

Corporate Background

RMC Research Corporation was founded in January, 1966, as a private, for-profit, technical consulting firm specializing in research, evaluation, training and technical assistance for educational and human service agencies at the federal, state and local levels. Since its founding, RMC Research has established a leadership role in the field of educational and human service program research, evaluation, and training. In an extremely competitive business environment, RMC Research has demonstrated the capability and resources for providing highly skilled professionals who produce and deliver quality products and services in a cost-efficient manner. RMC Research's record of growth and diversification underscores the satisfaction of its clients with the performance standards of the company.

In 1985, RMC Research was purchased by Dr. Everett Barnes, Jr. and Ms. M. Christine Dwyer, both of whom had been with the company for more than ten years and currently are responsible for its operation as principal owners, corporate officers, and members of the Board of Directors.

During the course of its 27-year history, RMC Research has been awarded research, evaluation, training, technical assistance, and developmental contracts from a wide variety of government agencies and from private industry with a total contract value in excess of \$50 million. Clients have included the Department of Education, Department of State, Department of Labor, Department of Health and Human Services, Corporation for Public Broadcasting, and National Center for Education Statistics, as well as numerous state agencies. Contracts with these clients related primarily to evaluation, training, and technical assistance activities for special populations and clients such as compensatory education; special education; migrant

education; gifted and talented education; bilingual education; educational technology; children's television; Southeast Asian refugees; vocational training; adult literacy; and the identification and dissemination of exemplary programs.

Corporate Organization

RMC Research is a privately held, for-profit, contracted services corporation with principal offices at 1000 Market Street, Portsmouth, New Hampshire. A Southwest office was opened in 1988 in Denver, Colorado; and a Northwest office was opened in 1990 in Portland, Oregon. An office in Arlington, Virginia, serves primarily as a support base for corporate, legal, and accounting personnel. It is also used for marketing and to provide direct client service functions when appropriate. The current organizational structure of RMC Research is presented on the following page.

All RMC Research contracts have experienced senior level project directors assigned as managers, and each project director is, in turn, monitored by RMC Research corporate officers to assure consistent, quality performance of the highest standards.

All cost accounting services for RMC Research are performed in the Arlington, Virginia office by general administrative and accounting (G&A) staff using a job cost accounting system which is in compliance with CAS (Cost Accounting Standards). The Defense Contract Audit Agency (DCAA) is the cognizant audit agency for RMC Research and performs annual reviews of RMC Research's accounting and cost allocation methods.

RMC Research Corporation Project Experience

RMC Research Corporation has been specializing in research, evaluation, training, dissemination, assessment and technical assistance for educational and other human service agencies since its founding in 1966. Clients have included local education agencies, state departments of education and numerous federal departments and agencies, including the Department of Education (Office of Planning, Budget and Evaluation, Division of National Dissemination Programs, National Center for Education Statistics, Office of Educational Research and Improvement, Office of Bilingual Education and Minority Languages Affairs, Center for Libraries and Education Improvement); Department of Health and Human Services (Administration for Children, Youth and Families, Office of Refugee Resettlement); Department of State (Bureau of Refugee Programs); National Endowment for the Arts; and several public television stations (with funding from the Corporation for Public Broadcasting). The services provided by RMC Research to these local, state, and national agencies have reached client populations in compensatory education, special education, migrant education, the gifted and talented, bilingual programs, educators interested in technology, children as television viewers, Southeast Asian refugees, vocational educators, exemplary programs, early childhood programs, and the National Head Start Program. Throughout its history, RMC Research has been a leader in the field of educational and human service program research, evaluation and training, and has demonstrated its capacity to deliver effective services and produce quality products.

NEW HAMPSHIRE SCHOOL IMPROVEMENT PROGRAM

June 1992 - March 1994

Twenty two education and education-related organizations make up the New Hampshire Alliance for Effective Schools, which operates the New Hampshire School Improvement Program (SIP). SIP is 75% funded by the State of New Hampshire. Local schools, donations and grants cover the rest of program costs, and by the 1992-1993 school year 43 schools from throughout the state had participated in SIP, which provides them with a process model for improving the school, training, technical assistance, and external facilitation in organizational change.

RMC Research was funded to conduct two annual evaluations of SIP and to develop a school-level monitoring system that would replace and expand upon each schools's single profile of school effectiveness. In the first year the evaluation assessed the effectiveness and impact of the elements of SIP. These elements were defined to include the school profile, summer training of a school improvement team, the school improvement team itself, the external change facilitator who works with the school improvement team, technical assistance funding, and the development of a network between schools. Detailed design of the evaluation took place in consultation with a NH Alliance evaluation committee and was based on recommendations solicited from focus groups of legislators, members of the N.H. Department of Education, the NH Alliance Board and public educators. Evaluation activities included design and administration of a survey of teachers in SIP schools, document analyses, site visits to a sample of SIP schools, and telephone interviews with SIP facilitators. In addition to a written evaluation report, project staff participated in several feedback sessions with business leaders and interested public school educators. The evaluation led to extensive revision of SIP, and in the second year the evaluation focused on initial implementation of the revised "Second Generation" SIP.

The primary purpose of the school-level monitoring system was to provide school staff with data on school culture, curriculum, instructional practices, school governance, leadership, and student outcomes that will enable those school staff to make informed decisions about school reform. A secondary proposed purpose was to provide some comparable school process and student outcome data that could be used to measure and compare changes in the performance of SIP schools. RMC Research designed the system, which includes contextual variables and schooling process and student outcome components, and created the computer database necessary to enable school staff to manipulate the system. RMC Research also created the training packages necessary for its introduction and piloted the system in selected SIP schools.

EVALUATING EDUCATION REFORM: PARENT AND COMMUNITY INVOLVEMENT IN EDUCATION

October 1991 - March 1995

The Parent and Community Involvement in Education project is one of twelve studies focusing on evaluating nationally significant education reform efforts across the country. The fundamental purpose of this study is to document and analyze useful parent and community involvement models and practices that others can learn from or emulate. Primary emphasis is on programs for at-risk students in grades 4-8.

To be helpful to policymakers, planners, and practitioners including school staff, parents, and community members, the study is currently addressing research aspects of three cross-cutting reform themes in the area of parent and community involvement:

1. What are the barriers to, and incentives for, reforming parent and community involvement - how may the barriers be overcome or avoided; how may the incentives be effectively used? For example, are there federal and state policies which potentially impede the implementation of quality parent and community involvement in education?
2. How is the reform of parent and community involvement supported and effectively implemented, both at the level of implementation and in a larger policy environment? For example, what capacity building strategies have been employed?
3. What is the source, nature, and content of information that plays a major role in the reform of parent and community involvement, particularly the role of research-based information? What information (e.g., research findings, standards) have been used during the formulation and implementation phases of the reform process?

These three themes are incorporated into the examination of quality parent and community involvement programs which focus on: 1) helping parents strengthen home learning; 2) restructuring schools to facilitate more parent involvement in the education of their children; or 3) comprehensive districtwide parent and community involvement.

RMC is conducting twelve tasks related to the study: 1) identify an advisory group of five individuals experienced in the substance and methodology of the project; 2) review the current state of the art including past literature related to the theory and practice in parent and community involvement in education; 3) commission six papers on the topic; 4) hold a national conference; 5) refine the research plan; 6) prepare an initial set of practical advice; 7) select exemplary parent and community involvement program sites; 8) prepare for case studies; 9) conduct case studies; 10) provide technical assistance in applying for membership in NDN to at least 10 of these sites; 11) prepare two types of final reports; and 12) disseminate the results of the work.

NATIONAL STUDY OF BEFORE AND AFTER SCHOOL PROGRAMS

October 1989 - January 1992

RMC Research Corporation, in collaboration with Mathematica Policy Research and the Wellesley College School-Age Child Care Project, was awarded a contract by the U.S. Department of Education to conduct a national study of before and after school programs. The study is examining the prevalence, structure, and features of formal programs that provide enrichment, academic instruction, recreation, and supervised care for children between the ages of 5 and 13 before and after school, as well as on vacations and holidays.

As a rapidly growing form of child care, before and after school programs are creating a host of questions that this study endeavored to answer. Issues studied include whether differences in sponsorship affect program content, how multiple needs of children (particularly disadvantaged children) are met by various programs, how programs are coordinated with the public schools, and what factors affect quality of programming.

Data for the study are being gathered through a computer-assisted telephone interview of 1,300 nationally representative before and after school programs. A significant portion of the sample is being drawn from programs associated with the public schools, but the sample also includes programs sponsored by and/or located in religious institutions, daycare centers, art councils, corporations, and recreation departments and other youth serving agencies. Among the school-related programs, a special emphasis is being placed on sampling those serving low-income families.

In addition to the telephone surveys, site visits to 18 specially selected programs will provide a deeper understanding of program operations by analyzing such issues as the criteria used by parents in selecting programs, the aspects of programs children find most satisfying, and staff factors like education, salaries, and turnover that influence program quality.

Since this is the only nationally representative study of before and after school programs, it will establish the parameters within which public and private sector decisionmakers set policies and allocate resources for these programs. The study's final report will be issued in January 1992.

MAINE ASSESSMENT OF EDUCATIONAL PROGRESS IN MATHEMATICS AND SCIENCE

May 1983 - June 1984

The Maine Assessment of Educational Progress in Mathematics and Science called for the development of appropriate assessment instruments in math and science for grades 4, 8 and 11. In addition, the project was designed to assess intact classrooms using matrix sampling techniques. Data was collected from 2,000 students at each grade level using four forms of the tests (two math and two science). Student questionnaires designed to gather more comprehensive information on students' backgrounds, attitudes and school experiences were also incorporated into the assessment. A "local option", allowing additional students in a district to be tested, was also built into the assessment plan.

The analysis plan included the comparison of the Maine assessment information to the results obtained on similar students participating in the NAEP testing. Individual item results were produced in the form of percentages of students selecting the different response options. Mean p-values were computed for meaningful clusters of items. Performance levels were broken down by various reporting categories such as sex, school size, school program, type of community, indicators of parental support.

RMC Research also produced technical reports, summary and interpretive reports for the local districts as well as the state, and a general summary brochure.

M.L. HANNAY

Post Office Box 4701
Portsmouth, New Hampshire 03802-4701
Phone/Fax: 603/436-2958

SAMPLE OF CONSULTATION/FACILITATION SERVICES

- ** Systems Approach to Ensuring Quality through
Organizational Effectiveness and Customer Service
- ** Strategic Planning--Identification of Values,
Vision, Mission, Priorities, and Objectives
- ** Meeting and Retreat Planning and Facilitation
- ** Conflict Analysis, Intervention, and Resolution
- ** Process Consultant to Management Teams
- ** Leadership/Management Coaching
- ** Improving Productivity of Individuals and Work Groups
- ** Team Building/Team Intervention
- ** Personal, Professional and Organizational Goal Setting
- ** Training Needs Assessment, Planning, and Implementation
- ** Individual Analysis of Leadership/Personality Styles
- ** Board of Directors Development
- ** Managing Organizational Change

SAMPLE OF TRAINING AND DEVELOPMENT PROGRAMS

- ** Management/Supervisory Development Programs
- ** Performance Evaluations--Why and How
- ** Improving Interpersonal Communication Skills
- ** Giving Effective Presentations
- ** Making Meetings Work
- ** Understanding and Managing Stress, On and Off the Job
- ** Understanding and Changing Behavior in Self and Others
- ** Motivation and Productivity
- ** Leadership Development (All Managers Are Not Leaders)
- ** Managing Change
- ** Dealing with Difficult People
- ** Consensus, Hand Clasp, or Power Play: Effective
Decision Making and Problem Solving
- ** Negotiation Skills
- ** Customer Service Excellence: Achieving the Goal
- ** Motivational Discipline
- ** Internal Customer Service--Building Morale
- ** Interviewing Skills and Strategies

M.L. HANNAY

Post Office Box 4701
Portsmouth, New Hampshire 03802-4701
Phone/Fax: 603/436-2958

SERVICES FOR EDUCATORS

SAMPLE OF CONSULTATION/FACILITATION SERVICES

- **Strategic Planning
- **Facilitation of School/Community Teams (Site-Based)
- **Leadership/Management Coaching
- **Team Building/Team Intervention
- **Staff Development Needs Assessment and Planning
- **Individual Analysis of Leadership/Personality Styles
- **Action Team Training
- **Conflict Analysis, Intervention, and Resolution
- **Restructuring: Issues and Dilemmas
- **What's Our Vision?

SAMPLE OF TRAINING AND PROFESSIONAL DEVELOPMENT PROGRAMS

- **Managing Conflict, Stress and Burnout--On and Off the Job
- **Leadership and Supervisory Development Programs
- **Communication/Negotiation Skills
- **Identifying Student Outcomes
- **Reaching More of the Kids More of the Time: Practical Intervention and Teaching Strategies
- **Learning/Teaching Styles--Identification and Utilization
- **Improving Students' Self-Concept and Behavior
- **Positive Parent-Teacher Relationships/Family Involvement
- **Team Work--Making Committees and Placement Teams Effective
- **Consultation Skills for Administrators and Special Educators
- **Laughter in the Workplace
- **Behavioral Work Style (Personality) Profile Analysis
- **Bridging the Gap Between Regular and Special Educators
- **Consensus, Hand Clasp, or Power Play: Effective Decision Making and Problem Solving
- **Customer Service Excellence

M.L. HANNAY

Post Office Box 4701
Portsmouth, New Hampshire 03802-4701
Phone/Fax: 603/436-2958

PARTIAL EDUCATIONAL CLIENT LIST

Sample of New Hampshire School Systems:

Bedford	Nashua
Candia	New Durham
Concord	North Hampton
Deerfield	Pelham
Derry	Portsmouth
Exeter	Raymond
Franklin	Rochester
Goffstown	Somersworth
Hampton	Timberlane
Laconia	Woodsville

Sample of Agencies/Conferences/Private Schools:

Bentley College
Berwick Academy
College for Lifelong Learning
Manchester Catholic Schools
New England Educational Media Association
N.H. Alliance for Effective Schools
 (N.H. School Improvement Program)
N.H. Association of School Principals
N.H. Association for the Education of Young Children
N.H. Council for Exceptional Children
N.H. Educational Media Association
N.H. Educational Services for the Sensory Impaired
N.H. State Department of Education
N.H. Vocational Technical Institute
New Hampshire College
North Country Educational Services, Inc.
NorthEast Coalition of Educational Leaders
Northeastern University
Phillips Exeter Academy
Radcliffe College
SouthEastern Educational Service Center, Inc.
Strafford Learning Center
University System of New Hampshire



Project Adventure, Inc.

P.O. Box 2447 • Covington, Georgia 30209 • (404) 784-9310 • FAX (404) 787-7764
A NON-PROFIT CORPORATION

February 11, 1994

Karen Corcoran
13 Doaks Ln.
Marblehead, MA 01945

Dear Ms. Corcoran;

I am delighted that the Marblehead Charter Middle School intends to incorporate an experiential, adventure - based curriculum in the learning model. An adventure - based curriculum can provide peer counseling; peer mediation; an active, interesting and functional academic approach; interdisciplinary curriculum and project based models.

Project Adventure, Inc. (PA) has been working in schools to develop innovative curricula designs and school management structures since 1971. As a non-profit educational organization, PA has trained staff at thousands of schools nationwide to develop successful programs.

Project Adventure can offer staff development, curriculum design, interdisciplinary programming, orientation and prevention programs for students, and diversity training for both students and staff. We look forward to working with you to design curriculum, provide training for your staff and assistance in implementing a community learning model.

Sincerely,

Cindy A. Simpson
Director, PA Covington

